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ABSTRACT

This document addresses the key effectiveness indicators for American River College between 1997-2002. The figures are presented in table and graph format and some figures shown present detailed enrollment numbers for fall, spring, and summer while in other figures terms are collapsed into one full academic year. Dramatic enrollment gains were made during 1998 with the addition of the Sacramento Regional Public Safety Training Center (SRPSTC). Some of the key findings of the report are the following: (1) there was an increase of 27.3% in full time students, an increase of 29.8% in middle time, and part time students increased 57.4%; (2) the combined day and evening average class enrollment has increased by 6.2%; (3) overall success rates remain in the 67 to 70% range; (4) the 2001-2002 academic year is the first time male students have slightly outperformed female students in the past decade; (5) most ethnic groups have shown increases in success rates over the past five years with the exception of Asian students; and (6) morning enrollment show the greatest gains in success rates from five years ago. Contains numerous graphs and tables that compare indicators across the five year period. (MZ)

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Key Effectiveness Indicators (KEI Report)

American River College
Five-Year Profile
1997-2002

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American River College
September 2002

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Table of Contents

Enrollment Patterns **1**

Fall/Spring Course Enrollments by Term 2
Summer Enrollments by Term 3
Sacramento Regional Public Safety Training Center Enrollments by Term 4
Fall/Spring Day and Evening Course Enrollments by Term 5
Summer Day and Evening Course Enrollments by Term 6
Proportional Representation for Afternoon and Evening Course Enrollment by Academic Year (course enrollments) 7
Proportional Representation for Gender by Academic Year (unduplicated count) 9
Proportional Representation for Ethnicity by Academic Year (unduplicated count) 10
Proportional Representation for Age Group by Academic Year (unduplicated counts) 11
Unduplicated Enrollments for ESL and non-ESL by Academic Year 12
Unduplicated Enrollments by Academic Load Status 13
Course Enrollments for Area by Academic Year 14
Overall Number of Sections and Average Enrollments 15
Unduplicated Counts of Recent HS Graduates Who Subsequently Enrolled at American River College 16

Student Performance **17**

Success Rates by Gender and ARC Overall by Academic Year 18
Success Rates for Ethnic Groupings by Academic Year 19
Success Rates for Age Groups by Academic Year 20
Success Rates for Day, Afternoon & Evening Enrollments by Academic Year 21
Success Rates for Recent High School Graduate Freshmen, Other Freshmen, and Non-Freshmen by Academic Year 22
Success Rates for Non-ESL and ESL Students in General Courses (Non-ESL) by Academic Year 23
Degrees and Certificates for ARC by Nine Academic Years 24
CPEC Transfer Counts to CSU/UC Systems by Los Rios Colleges 25
Proportion of Total Transfers to CSU/UC within Los Rios District (CPEC Data) 26
Transfer Directed and Transfer Ready Rates for Nine Freshmen Cohorts 27

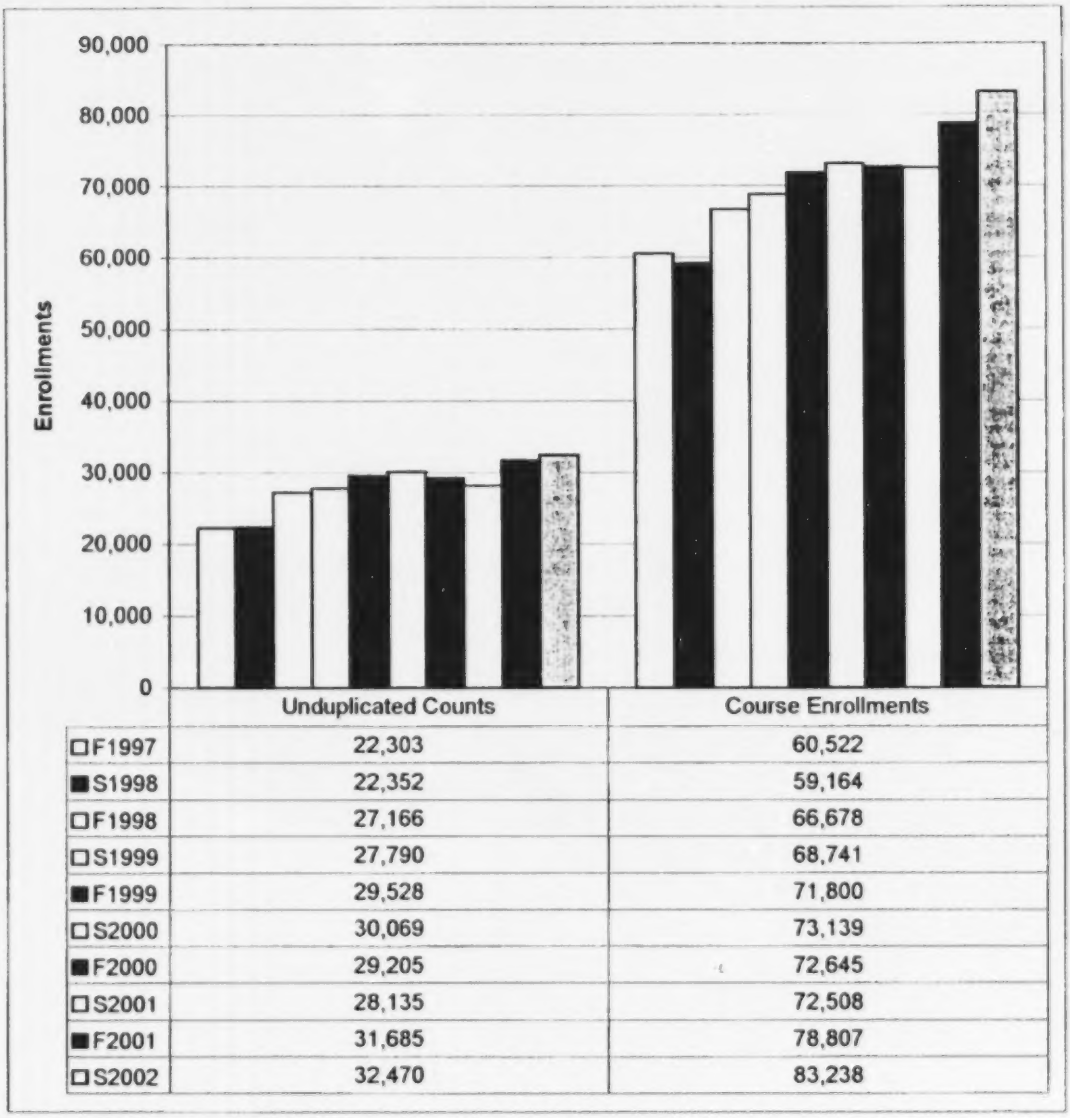
Enrollment Patterns

The pages that follow present important enrollment data covering the past five years at American River College. While simple *head counts* of ARC's students tell one story, duplicated counts relate to the loads that students carry. Thus two headings for tables or figures are used: Unduplicated Enrollments simply count every student once regardless of their course loads. Course Enrollments factor in the student enrollments in all courses and are therefore duplicated counts. For example, if a student enrolls in 4 classes, the unduplicated count would be 1 while the duplicated course enrollments would be 4. Five-year trends on course enrollments will then show if students are taking heavier or lighter course loads.

Some of the figures shown (graphs) will present detailed enrollment numbers for fall, spring, and summer. In other figures, it makes more sense to collapse these terms into one full academic year.

Dramatic enrollment gains were made during 1998 with the addition of the Sacramento Regional Public Safety Training Center (SRPSTC, an acronym English speakers cannot pronounce). In past Key Effectiveness Indicator reports, enrollments in this special program were removed from most enrollment evaluations in order to capture the mainstream look of the college. Within this current report, SRPSTC data have been included to better capture the entire student population that ARC serves.

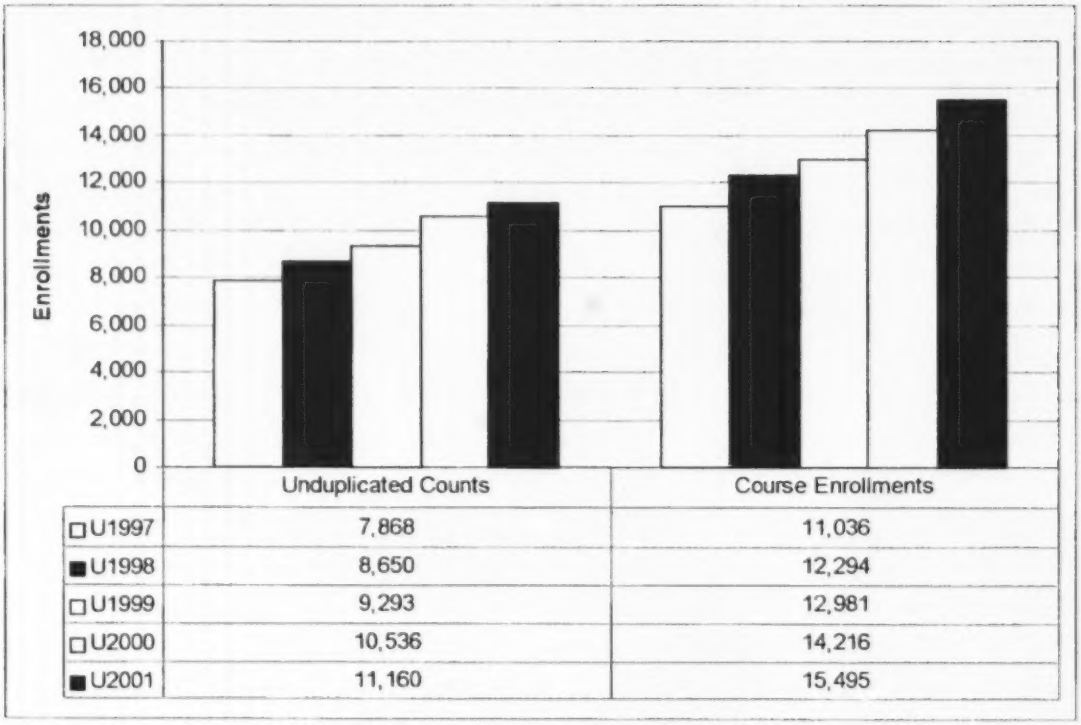
Fall/Spring Course Enrollments by Term



	Unduplicated Counts	Course Enrollments
F1997	22,303	60,522
S1998	22,352	59,164
F1998	27,166	66,678
S1999	27,790	68,741
F1999	29,528	71,800
S2000	30,069	73,139
F2000	29,205	72,645
S2001	28,135	72,508
F2001	31,685	78,807
S2002	32,470	83,238

Both unduplicated enrollments (student counts) and course enrollments (duplicated counts) are shown for fall and spring terms over the past five years. In the last 5 academic years, ARC unduplicated enrollments have increased by 43.4%. Similarly, course enrollments have grown for the same period by 38%. The main inference to be drawn from the bar charts shown above is that ARC is enjoying a high enrollment phase helped along by the inclusion of the Sacramento Regional Public Safety Training Center program (SRPSTC).

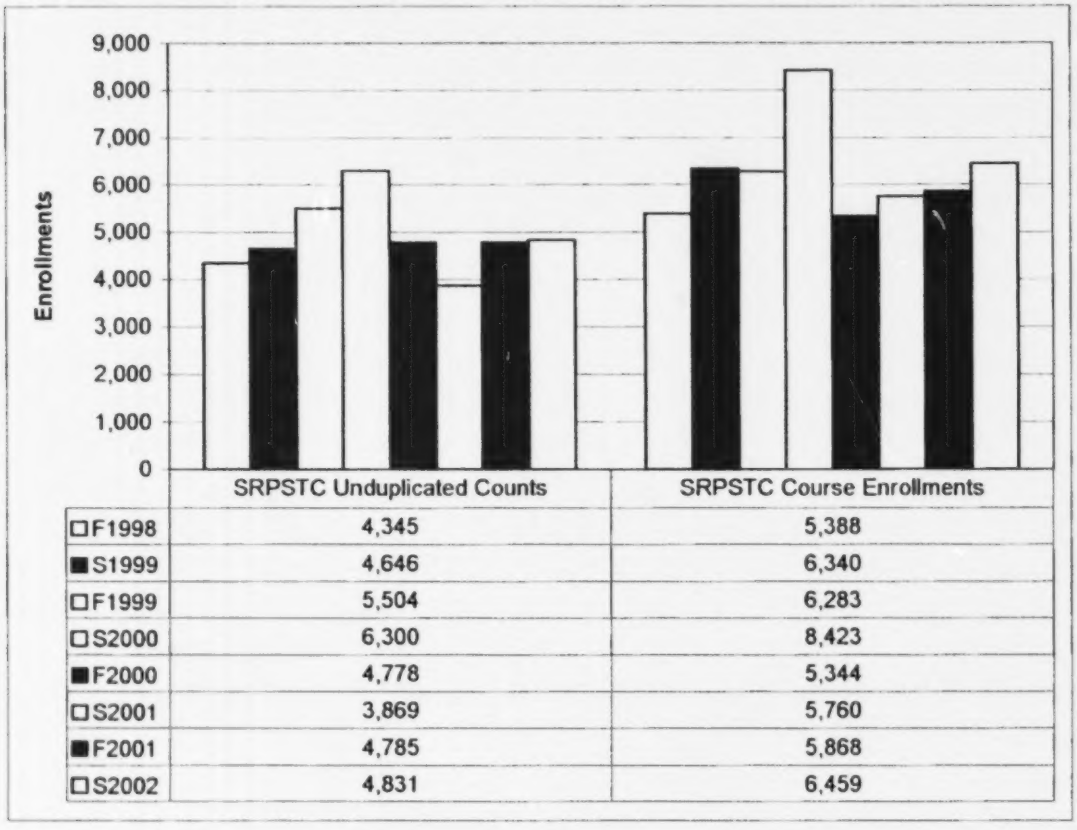
Summer Enrollments by Term



	Unduplicated Counts	Course Enrollments
U1997	7,868	11,036
U1998	8,650	12,294
U1999	9,293	12,981
U2000	10,536	14,216
U2001	11,160	15,495

Summer sessions, which include 3, 6, and 8-week courses, show an even more dramatic increase over five years than seen for fall and spring terms. Over the past five years, summer session unduplicated enrollments have grown 42% while course enrollment has increased 40%. The bar chart gives the appearance of stairs marching up to ever-higher levels.

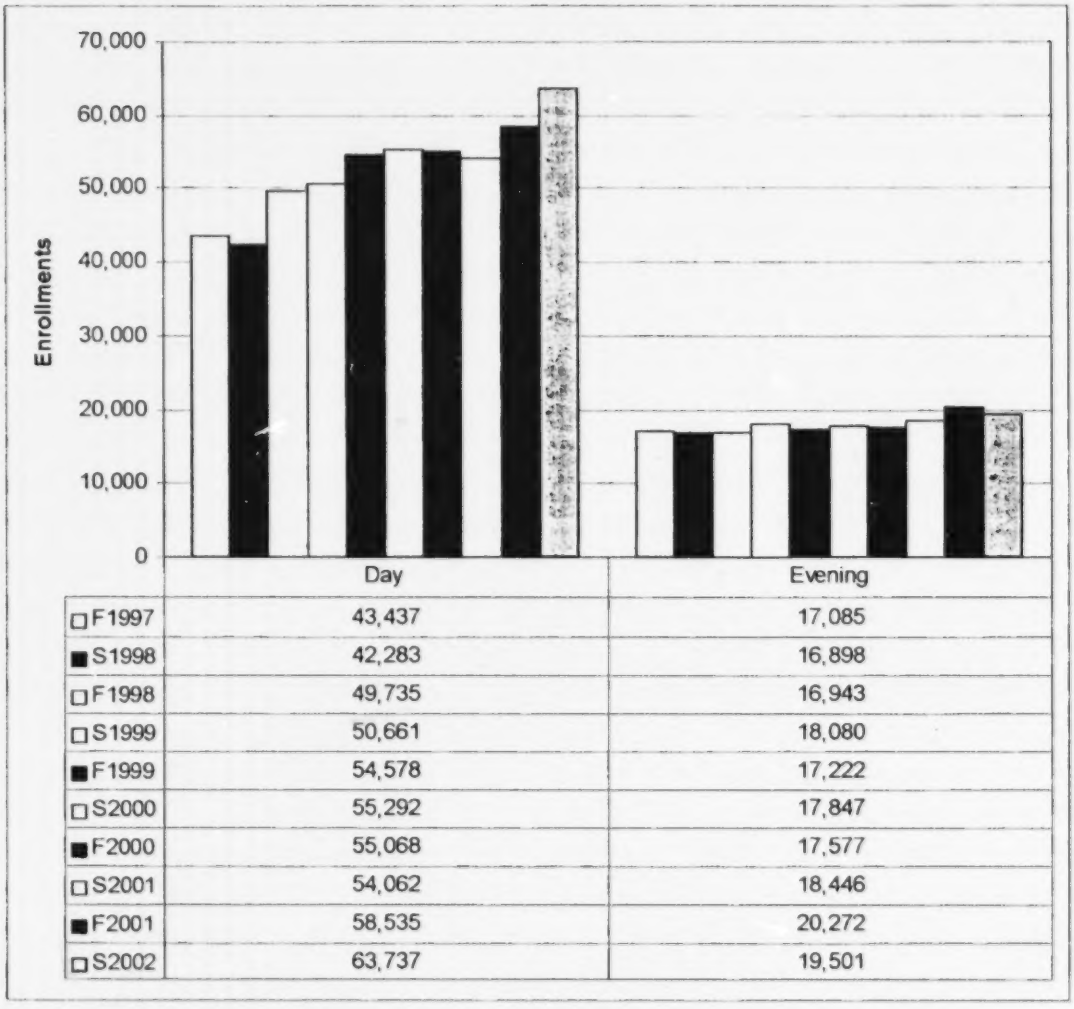
Sacramento Regional Public Safety Training Center Enrollments by Term



	SRPSTC Unduplicated Counts	SRPSTC Course Enrollments
F1998	4,345	5,388
S1999	4,646	6,340
F1999	5,504	6,283
S2000	6,300	8,423
F2000	4,778	5,344
S2001	3,869	5,760
F2001	4,785	5,868
S2002	4,831	6,459

The Sacramento Regional Public Safety Training Center experienced rapid growth until reaching a peak during spring 2000, then dropped 39% by spring 2001 largely due to issues associated with reorganization efforts. Judging from more recent numbers, reorganization efforts are succeeding as evidenced by 25% growth in unduplicated enrollments for spring 2002 from spring 2001. Spring 2002 course enrollments have also shown a 21% growth since spring 2000. It must be pointed out that an important part of the reorganization efforts was to increase the unit value for many courses offered in the program and the net increase of this growth cannot be shown simply through enrollment numbers.

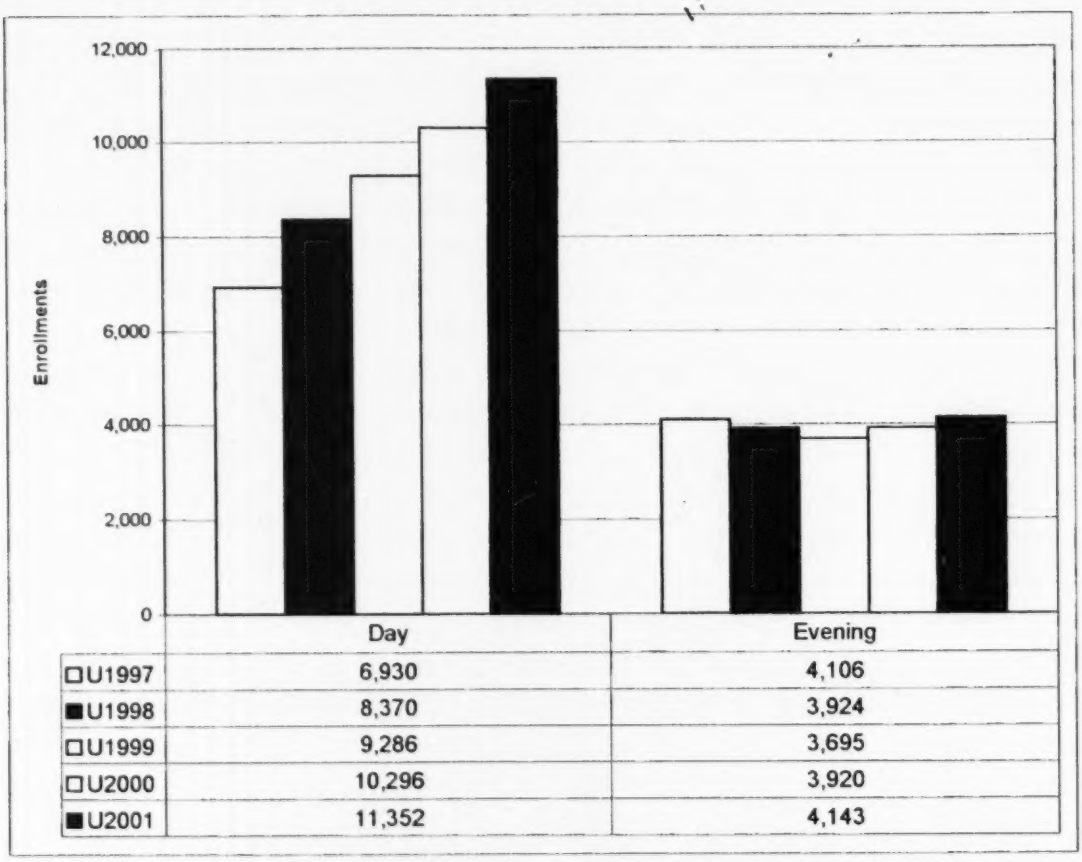
Fall/Spring Day and Evening Course Enrollments by Term



	Day	Evening
F1997	43,437	17,085
S1998	42,283	16,898
F1998	49,735	16,943
S1999	50,661	18,080
F1999	54,578	17,222
S2000	55,292	17,847
F2000	55,068	17,577
S2001	54,062	18,446
F2001	58,535	20,272
S2002	63,737	19,501

Day course enrollments (courses offered prior to 4:30 pm) have shown dramatic increases over the past five years. During the period from fall 1997 to spring 2002 ARC experienced a growth of 20,300 course enrollments or nearly a 47% gain. Evening course enrollments also grew but at a slower rate (14.1%).

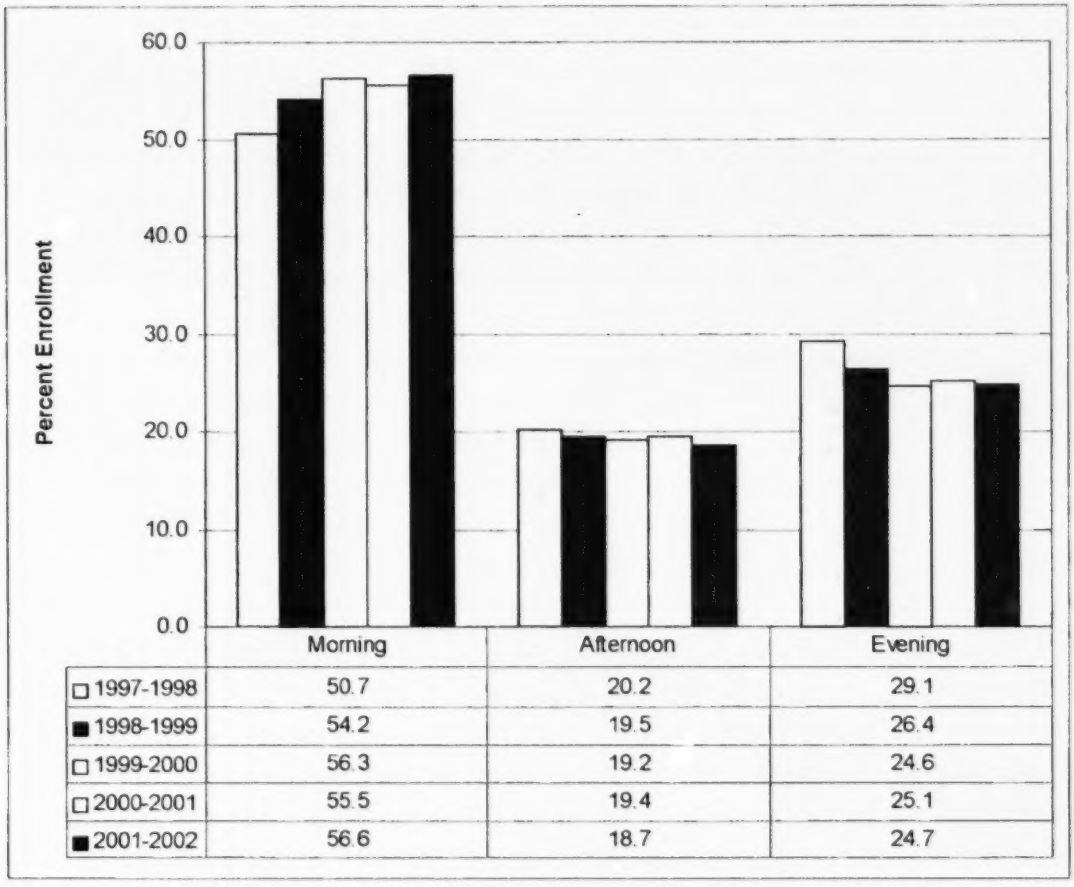
Summer Day and Evening Course Enrollments by Term



	Day	Evening
U1997	6,930	4,106
U1998	8,370	3,924
U1999	9,286	3,695
U2000	10,296	3,920
U2001	11,352	4,143

Summer day-student duplicated enrollments (courses offered prior to 4:30 pm) continue an impressive upward trend, representing in year 2001, 164% of what the course enrollments were in 1997 - a net growth of 64%. Though not as dramatic, the evening course enrollments show nearly 13% growth over 1999 summer enrollments.

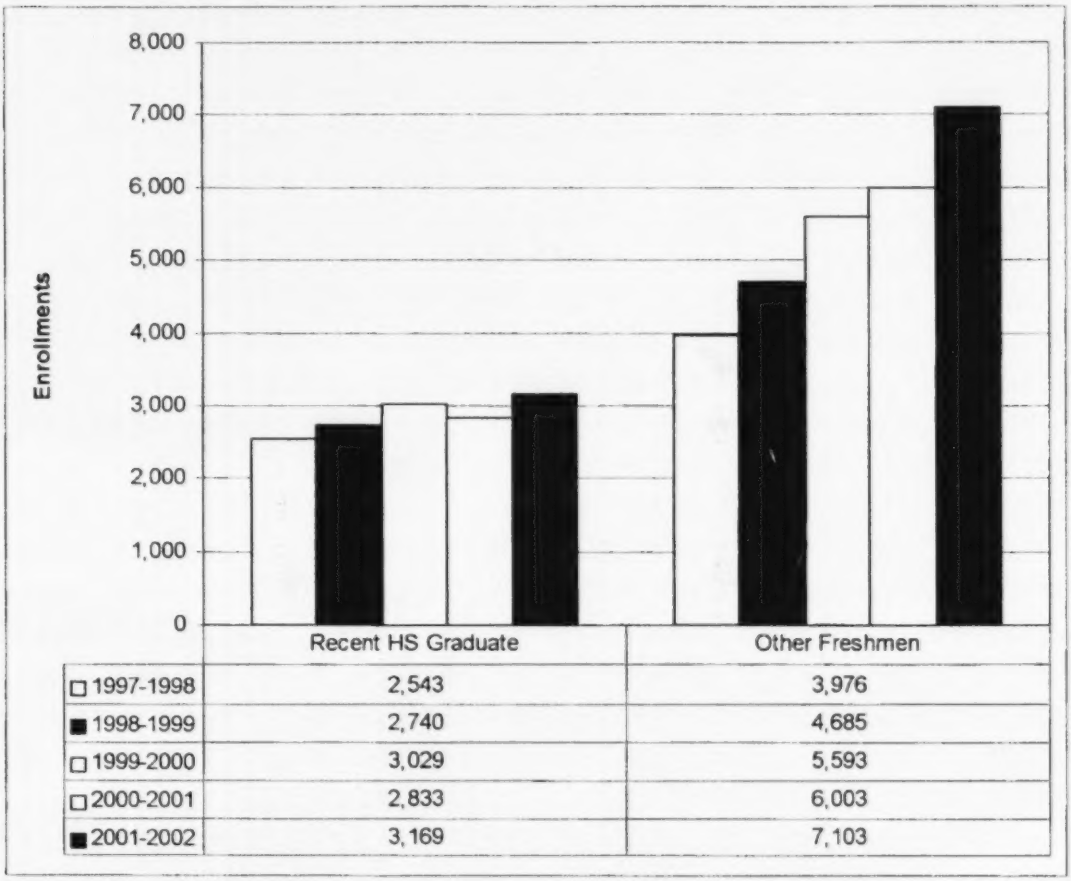
Proportional Representation for Afternoon and Evening Course Enrollment by Academic Year (course enrollments)



	Morning	Afternoon	Evening
1997-1998	50.7	20.2	29.1
1998-1999	54.2	19.5	26.4
1999-2000	56.3	19.2	24.6
2000-2001	55.5	19.4	25.1
2001-2002	56.6	18.7	24.7

If ARC were to request additional buildings for classrooms, the likely question to be asked by authorizing personnel would be, "Have you reached physical capacity with your present facilities?" The answer would have to be "Only at certain times of the day." Consider the full academic year 2001-2002. Although not shown, there were 100,480 course enrollments during the morning hours (56.6%), 33,144 course enrollments in the afternoon (18.7%), and 43,916 course enrollments during the evening (24.7%). Each yearly percentage total is 100. Another way of looking at this issue is to point out that afternoon enrollments are only 36% of day enrollments. Though the graph gives the appearance of low afternoon utilization, it may be that some courses that start before 12:00 am (labs) may extend well into the afternoon. Evening enrollments are about 30% of the day figures. Obviously, to accommodate an expanding student body, more sections will have to be added in the afternoons and evenings as morning classroom space is exhausted. Yet given the current budget limitations, it is questionable how much additional growth in terms of class offerings can be implemented regardless the time of the day.

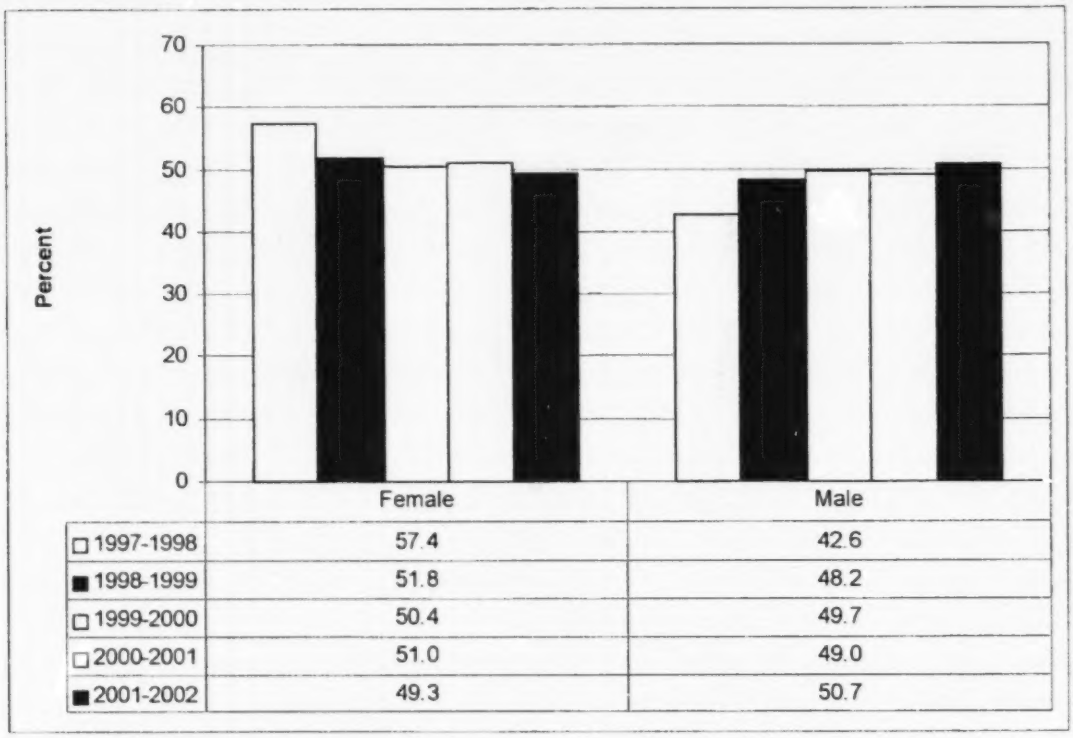
Unduplicated Enrollments for Freshmen Groups by Academic Year



	Recent HS Graduate	Other Freshmen
1997-1998	2,543	3,976
1998-1999	2,740	4,685
1999-2000	3,029	5,593
2000-2001	2,833	6,003
2001-2002	3,169	7,103

For the purposes of this report, the cohort of *Recent High School Graduates* is defined as: First-time freshman status, a high school graduate, an age of under 20 years old, and no record of any college units earned prior to entry at ARC. Conversely, the cohort called "other freshmen" still has the first-time freshman status but fails to meet any one or more of the other conditions specified for the recent high school graduate. So the cohort "other freshmen" is a residual after removing all recent high school graduates. As the bar chart shows, this is still a sizeable group. In five years, the recent high school graduate category has shown a net gain of 626 students or a growth factor of 24.6%. The other freshmen group shows a net gain of 3,127 students that represents a growth factor of 78.6%. Since most sizable growth for other freshmen has emerged in the past academic year, this may represent students returning to school during the economic downturn. Traditionally, the recent high school graduate represents the majority of students at ARC who complete degrees and transfer requirements and any increase in this population generally translates to an increase in both categories down the line. Given the current economic downturn, it will be interesting to see if the other freshmen group will also show a proportional increase in degrees and transfer as well.

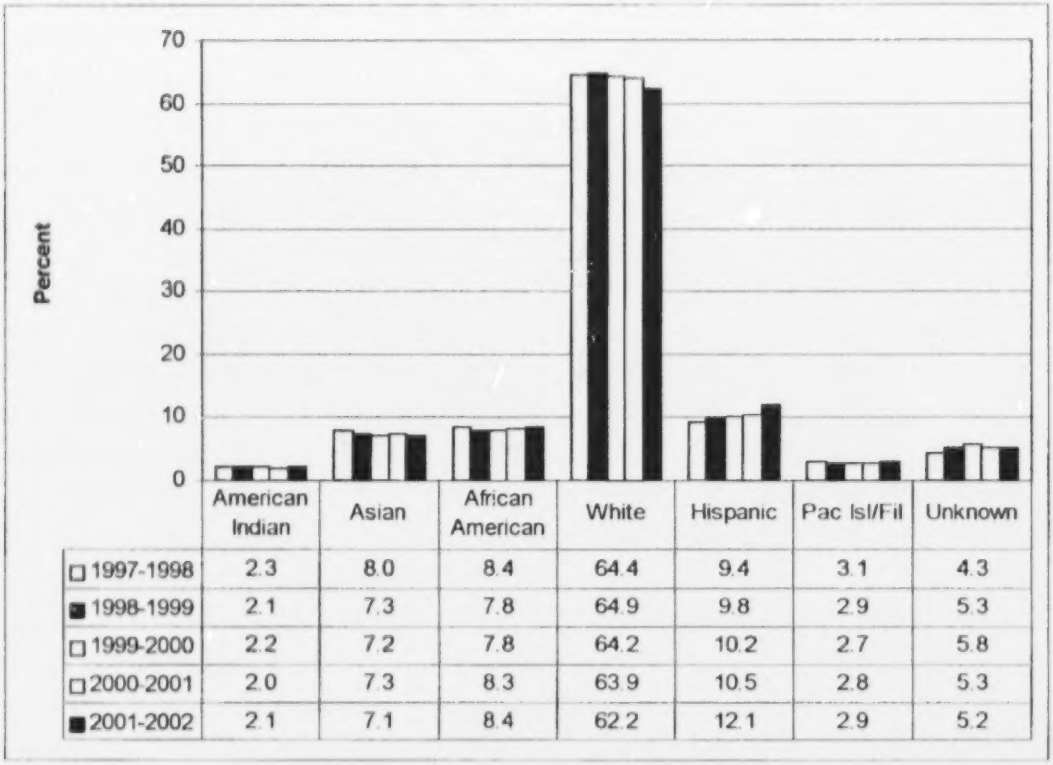
Proportional Representation for Gender by Academic Year (unduplicated count)



	Female	Male
1997-1998	57.4	42.6
1998-1999	51.8	48.2
1999-2000	50.4	49.7
2000-2001	51.0	49.0
2001-2002	49.3	50.7

For the first time in the past decade, male unduplicated enrollments have surpassed female enrollments at ARC. When you consider that during 1997-1998 female unduplicated enrollments were 14.8% greater than males, the current shift appears to be rather dramatic. Though female unduplicated enrollments have grown by 23.2% in the past five years, male enrollments have soared by 70.7%. It must be noted however, that the Sacramento Regional Public Safety Training Center (formerly the Criminal Justice program) was initiated in the 1998-1999 academic year and largely accounts for the increased proportions of male students. This program has served an average of 11,316 students each academic year for the past 4 years, where approximately 76.0% of these students are male. Removing this group of students from the analysis would result in a ratio of 53.8 % females to 46.2% males at ARC, which is more in line with numbers for community colleges across the state.

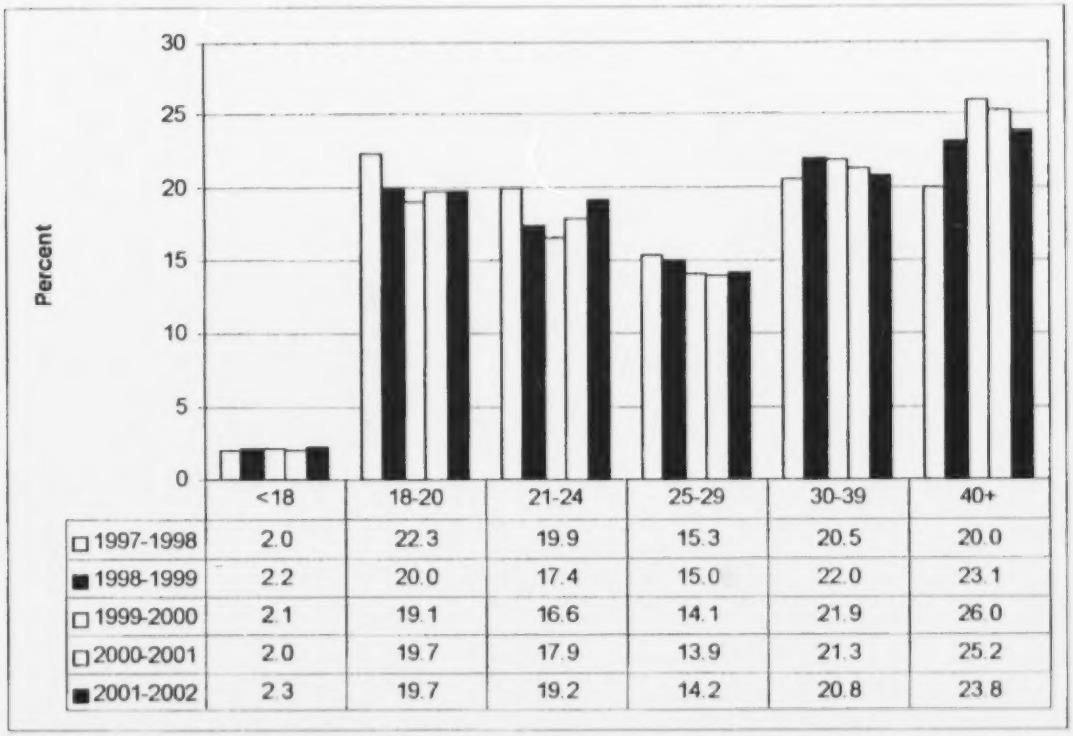
Proportional Representation for Ethnicity by Academic Year (unduplicated count)



	American Indian	Asian	African American	White	Hispanic	Pac Isl/Fil	Unknown
1997-1998	2.3	8.0	8.4	64.4	9.4	3.1	4.3
1998-1999	2.1	7.3	7.8	64.9	9.8	2.9	5.3
1999-2000	2.2	7.2	7.8	64.2	10.2	2.7	5.8
2000-2001	2.0	7.3	8.3	63.9	10.5	2.8	5.3
2001-2002	2.1	7.1	8.4	62.2	12.1	2.9	5.2

The bar chart above reflects the proportions of ethnic groups at ARC where all the groups' percent values sums to 100%. So when one ethnic group shows a percent increase, all other groups must then show some proportional decrease. Although the bars do represent the proportional percent of all students within an academic year, they do not describe the actual changes in enrollment for an individual group. Although Asian students shows a declining percent relative to the total, 8.0% to 7.1% in the past 5 years, this group actually experienced a 27.3% growth in unduplicated enrollments for the same period. The greatest growth in unduplicated enrollments among ethnic groups from the 1997-1998 to the 2001-2002 academic years is seen with Hispanics (84.1%) followed by African American (42.4%).

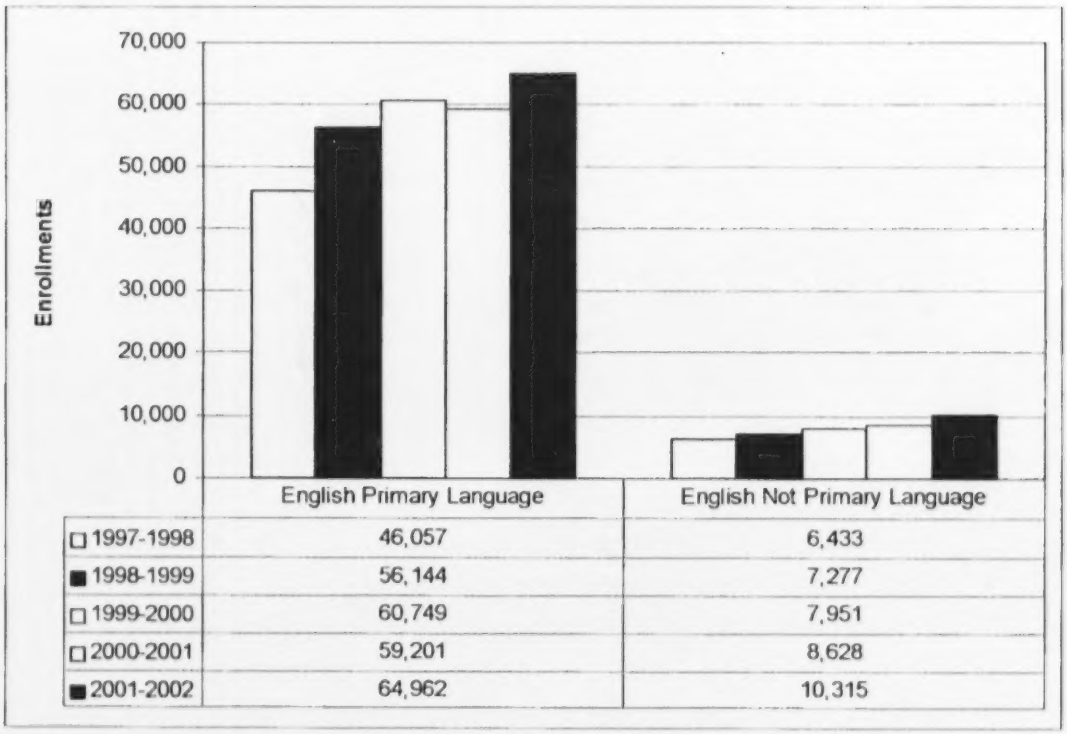
Proportional Representation for Age Group by Academic Year (unduplicated counts)



	<18	18-20	21-24	25-29	30-39	40+
1997-1998	2.0	22.3	19.9	15.3	20.5	20.0
1998-1999	2.2	20.0	17.4	15.0	22.0	23.1
1999-2000	2.1	19.1	16.6	14.1	21.9	26.0
2000-2001	2.0	19.7	17.9	13.9	21.3	25.2
2001-2002	2.3	19.7	19.2	14.2	20.8	23.8

The bar chart above describes the proportion of each individual age group relative to all age groups shown. Though the 40+ group shows some decline relative to the other groups in the bar chart above, the overall unduplicated count growth of this group over the past fives years is the most dramatic (71.3%), followed by the 30-39 group (45.4%). Together, these two groups represent 44.6% of the total student population. Approximately 80% of the Sacramento Regional Public Safety Training Center students fall in these two age groups and represent a large percentage of this growth. It must be noted though, that the younger students (< 18 & 18-20) who in the past have represented the largest proportion of students who will complete a degree and complete transfer requirements, show an unduplicated count growth for the past five years of 20.6%. Considering that the over all growth of the college for the same period was 43.4%, there may be some concern regarding our ability to attract a greater proportion of recent high school students. This relatively lower growth in recent high school students can also be seen in the section that describes *Unduplicated Counts of Recent HS Graduates Who Subsequently Enrolled at American River College*.

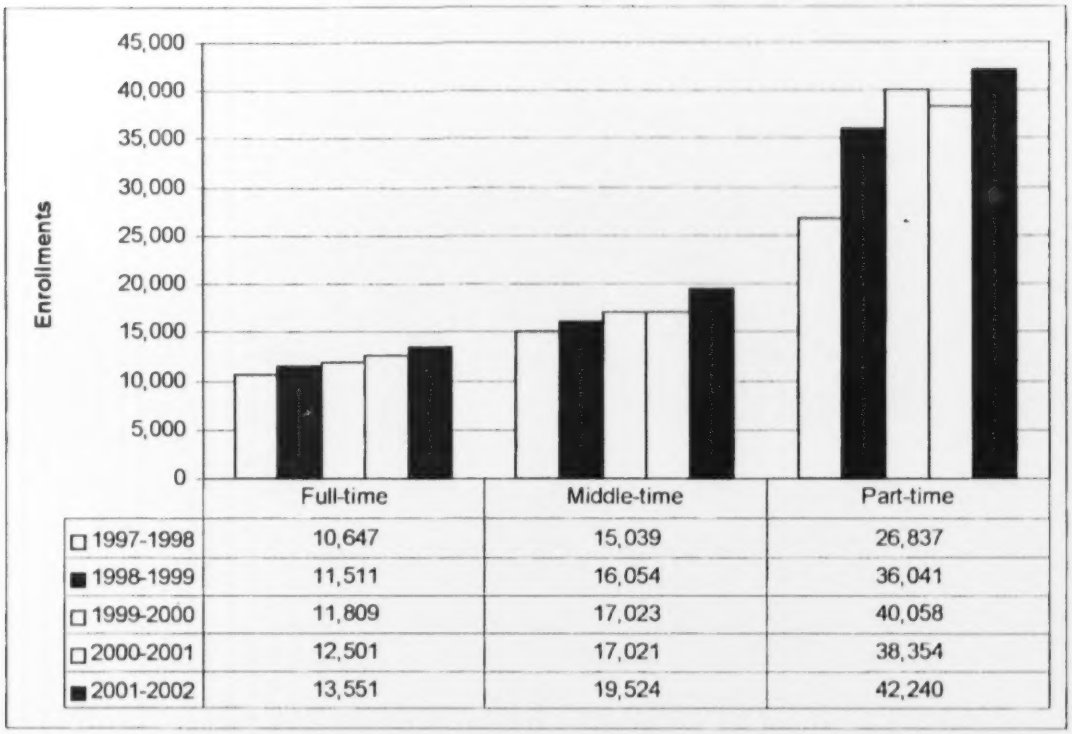
Unduplicated Enrollments for ESL and non-ESL by Academic Year



	English Primary Language	English Not Primary Language
1997-1998	46,057	6,433
1998-1999	56,144	7,277
1999-2000	60,749	7,951
2000-2001	59,201	8,628
2001-2002	64,962	10,315

During 1997-1998, there were 6,433 ESL students (all who claimed English was not their primary language) and who generated 18,205 course enrollments, an average of 2.83 courses. During the 2000-2001 academic year, there were 8,350 students who enrolled in 23,626 courses for an average of 2.77 courses. So while ESL academic loads remain relatively constant, over the past five years the increase in head count is 60.3% with a corresponding course enrollment increase of 56.9%. Previous research has shown that ESL students as a group consistently outperform non-ESL students in courses outside the ESL department. As such, they represent an important resource for ARC (see ESL section in the student performance section).

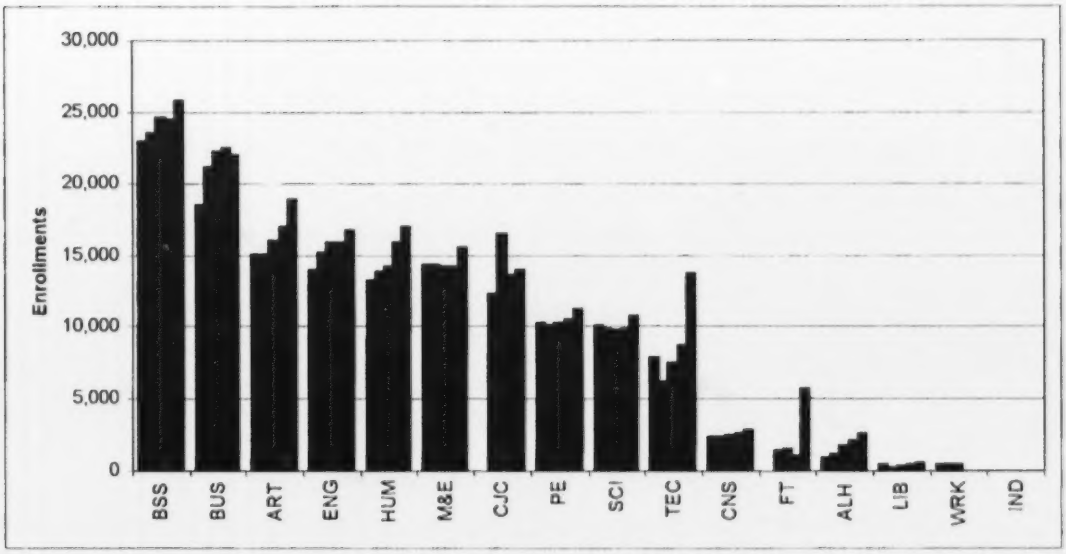
Unduplicated Enrollments by Academic Load Status



	Full-time	Middle-time	Part-time
1997-1998	10,647	15,039	26,837
1998-1999	11,511	16,054	36,041
1999-2000	11,809	17,023	40,058
2000-2001	12,501	17,021	38,354
2001-2002	13,551	19,524	42,240

Full-time is defined as 12+ units, middle-time as 6.0 – 11.5 and part-time as 0.5 – 5.5. Unduplicated enrollments classified by student load status show that over the 5-year period, there was an increase of 27.3% in full-time students, an increase of 29.8% in middle-time, and part-time students increased 57.4%.

Course Enrollments for Area by Academic Year



Area	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
BSS – Behavioral/Social Science	22,951	23,566	24,653	24,552	25,761
BUS -Business	18,482	21,188	22,195	22,465	21,965
ART – Fine and Applied Arts	15,084	15,015	15,983	16,986	18,938
ENG - English	13,938	15,181	15,891	15,956	16,761
HUM - Humanities	13,245	13,892	14,223	15,846	16,948
M&E – Math Engineering & Design Tech	14,382	14,389	14,189	14,266	15,571
CJC – SRPSTC	0	12,368	16,465	13,606	14,015
PE – Physical Education	10,247	10,140	10,246	10,556	11,244
SCI – Science	10,213	9,922	9,786	9,896	10,739
TEC – Technical/Education	7,912	6,232	7,573	8,775	13,729
CNS – Human Career Development	2,342	2,344	2,539	2,674	2,879
FT – Fire Technology	0	1,455	1,503	1,088	5,780
ALH – Allied Health	970	1,185	1,739	2,170	2,627
LIB – Library	429	289	415	469	541
WRK – Work Study	482	498	483	28	0
IND – Interdisciplinary Studies	45	49	37	36	42

In the graph within each academic area are five vertical bars showing the changes in course enrollments over the past five years. These "academic area bars" are also ordered by size, which means that the Behavioral/Social Science (BSS) area heads the list with the greatest overall number of course enrollments. However, the biggest growth since 1997-1998 occurred in the Fire Technology area, an increase of 297.3%, followed by Allied Health (170.8%) and 73.5% for Technical/Education.

Overall Number of Sections and Average Enrollments

	Academic Year	Number Sections	Average Enrollment
	1997-1998	3,749	24.7
	1998-1999	4,296	25.3
Day	1999-2000	4,517	26.4
	2000-2001	4,600	26.0
	2001-2002	5,289	25.3
	1997-1998	1,578	24.1
	1998-1999	1,584	24.6
Evening	1999-2000	1,601	24.2
	2000-2001	1,601	24.9
	2001-2002	1,710	25.7
	1997-1998	5,327	24.1
	1998-1999	5,880	24.6
All Courses	1999-2000	6,118	24.2
	2000-2001	6,201	24.9
	2001-2002	6,999	25.7

The number of sections and average enrollments provides a clear picture of instructional activity over the past five years. The steady enrollment growth experience by ARC is mirrored in the growth in the number of class offerings and also in the average class size. Over the past five academic years, the total number of sections offered in fall has increased 29.2%, summer, 7.7% and spring 23.9% with an overall increase for both day and evening of 23.9%. The combined day and evening average class enrollment has increased by 6.2% for the same period.

Unduplicated Counts of Recent HS Graduates Who Subsequently Enrolled at American River College

Rank Ordered on Five-Year Total

High School	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	Total
Del Campo	193	183	197	163	166	902
El Camino	169	153	224	168	145	859
Rio Americano	99	143	186	150	129	707
Mira Loma	146	102	160	103	143	654
Foothill	104	88	110	129	117	548
Cordova	86	96	101	98	112	493
Bella Vista	84	124	112	70	90	480
Rio Linda	74	78	74	84	106	416
Center	69	62	98	76	94	399
Highlands	75	78	88	75	75	391
San Juan	84	76	82	53	74	369
Casa Robles	68	66	73	64	75	346
Grant Union	62	71	56	41	78	308
Encina	50	73	69	51	52	295
Mesa Verde	47	55	57	38	49	246
Folsom	35	50	40	50	40	215
Oak Ridge	48	51	31	29	29	188
Davis	38	40	36	27	37	178
Woodcreek	0	2	33	69	73	177
Natomas	0	2	28	48	80	158
Woodland	21	26	25	35	45	152
Sacramento	35	28	31	28	22	144
Jesuit	35	44	24	21	16	140
Ponderosa	28	29	29	27	25	138
Johnson Main	23	22	36	24	21	126
Johnson West	34	19	16	30	17	116
Roseville	35	33	17	7	22	114
Christian Brothers	27	22	24	19	21	113
St Francis Girls	22	24	16	24	16	102
River City	20	18	18	23	16	95
Totals	*1,811*	*1,858*	*2,091*	*1,824*	*1,985*	*9,569*

The table above of ARC's 30 feeder high schools shows the raw counts of recent high school graduates who subsequently enrolled at ARC. Compared with 1999-2000, the totals for 2000-2001 indicate a net decrease of 267 students that translates into a 12.8% loss. Though the enrollment counts for 2001-2002 are still below the 1999-2000 period (5.1% loss) there are indications that ARC's own recruiting efforts may be offsetting the recent aggressive recruiting efforts by UC and CSU representatives. The net increase of enrollments for 2001-2002 recent high school graduates over the prior year was 8.8%. As has been reported previously, these students represent the largest proportion of students who will eventually transfer to a university.

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Student Performance

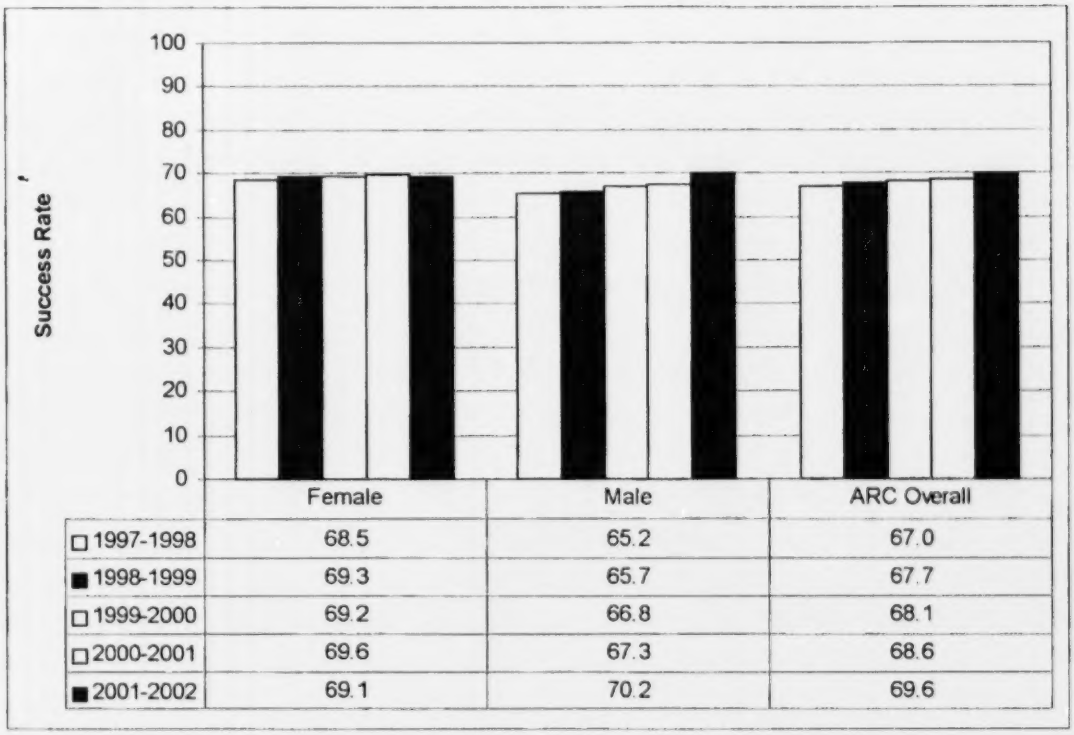
If all academic evaluation had to be reduced to two variables, one variable would certainly be course and institutional enrollments because they are the lifeblood of a community college. Diminished enrollments spell trouble in terms of state support and may also indicate something about the needs for and the quality of an institution and its programs. The other measure would be some index of student performance.

Traditionally GPA has been used, but that measure suffers from not capturing more recent grade notations like WT (withdrew from class with notation on transcript), and CR and NC (credit and no-credit). To overcome these limitations to GPA, an estimate of success rate was created which is simply the percentage of classes for which grades of A, B, C, or CR were earned relative to all grade notations on a student's transcript. Thus a 50% success rate means that half of a student's courses ended with grade notations of A, B, C, or CR. It also means that 50% of the grade notations were D, F, NC, I (incomplete) or WT. While success rate is not a perfect measure, it is the one most frequently used to indicate student performance within a specific cohort, e.g. all freshmen, or students enrolled in a particular course.

Institutions with high success rates for students, instructors, courses, programs, and for institutions are usually judged as providing high quality education unless an offset measure can show that students really are not learning as well as the success rate would indicate (i.e., the high success is simply grade inflation). Conversely, low success rates are viewed negatively unless it can be shown that the subject matter is inherently difficult, and those few who are successful can demonstrate quality learning. The word of advice when interpreting success rates is to look at all possible reasons behind unusually high or low success rates.

As indicated in earlier sections, the program called the Sacramento Regional Public Safety Training Center has dramatically increased the overall enrollment at ARC. And because students in that program are evaluated only upon a credit/noncredit grade basis, their inclusion with institutional data seriously skew success rate results (toward the high end). Therefore, the SRPSTC program will be examined separately and not be included with other institutional totals.

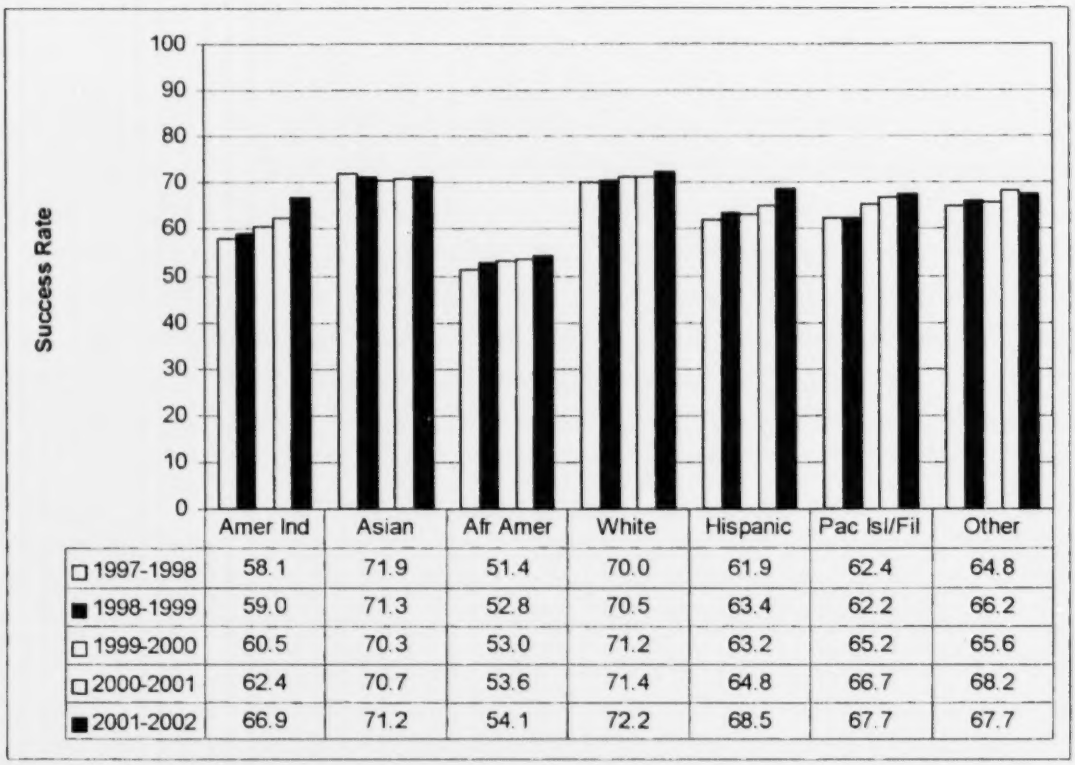
Success Rates by Gender and ARC Overall by Academic Year



	Female	Male	ARC Overall
1997-1998	68.5	65.2	67.0
1998-1999	69.3	65.7	67.7
1999-2000	69.2	66.8	68.1
2000-2001	69.6	67.3	68.6
2001-2002	69.1	70.2	69.6

Overall success rates remain in the 67 to 70% range with a small recent increase from five years ago. The 2001-2002 academic year marks the first time male students have slightly outperformed female students in the past decade. Some of this increase may be attributed to the recent growth in apprenticeship programs, which are largely populated by males.

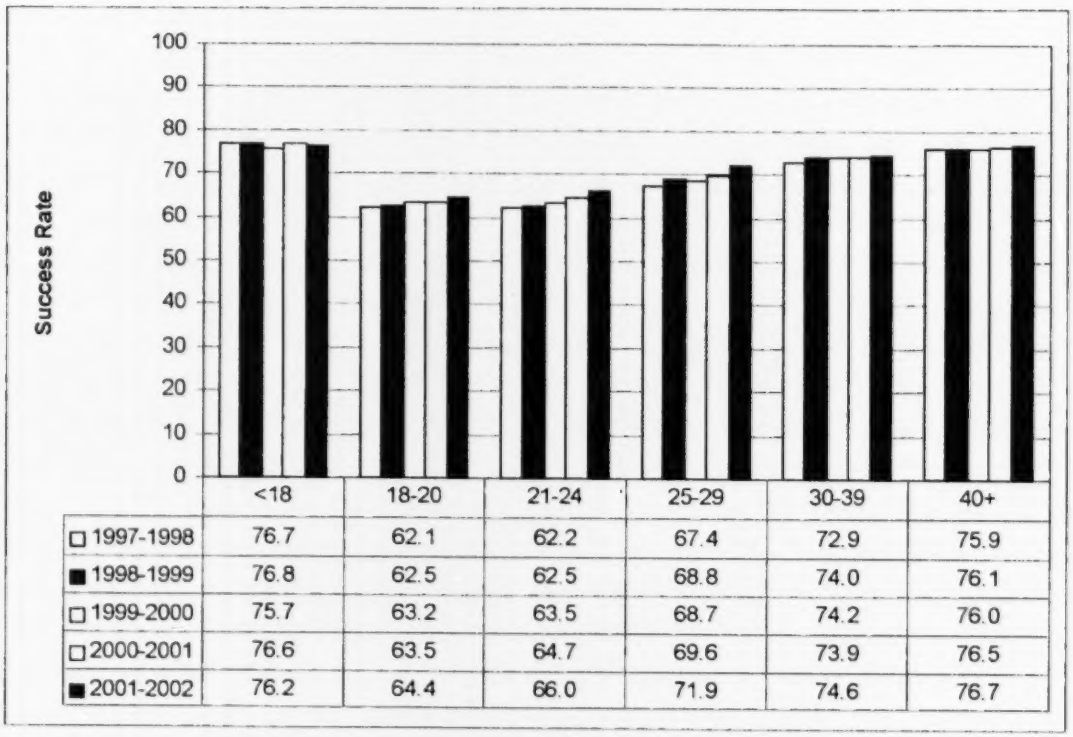
Success Rates for Ethnic Groupings by Academic Year



	Amer Ind	Asian	Afr Amer	White	Hispanic	Pac Isl/Fil	Other
1997-1998	58.1	71.9	51.4	70.0	61.9	62.4	64.8
1998-1999	59.0	71.3	52.8	70.5	63.4	62.2	66.2
1999-2000	60.5	70.3	53.0	71.2	63.2	65.2	65.6
2000-2001	62.4	70.7	53.6	71.4	64.8	66.7	68.2
2001-2002	66.9	71.2	54.1	72.2	68.5	67.7	67.7

Most ethnic groups have shown increases in success rates over the past five years – the one exception being Asian students (-.7%). However, Asian students along with white students, still have the highest success rates on campus. The largest five-year percentage gains are: American Indian = +8.8%; Hispanic = +6.6%; Pacific Islander & Filipino = +5.3% and African American = +2.7%.

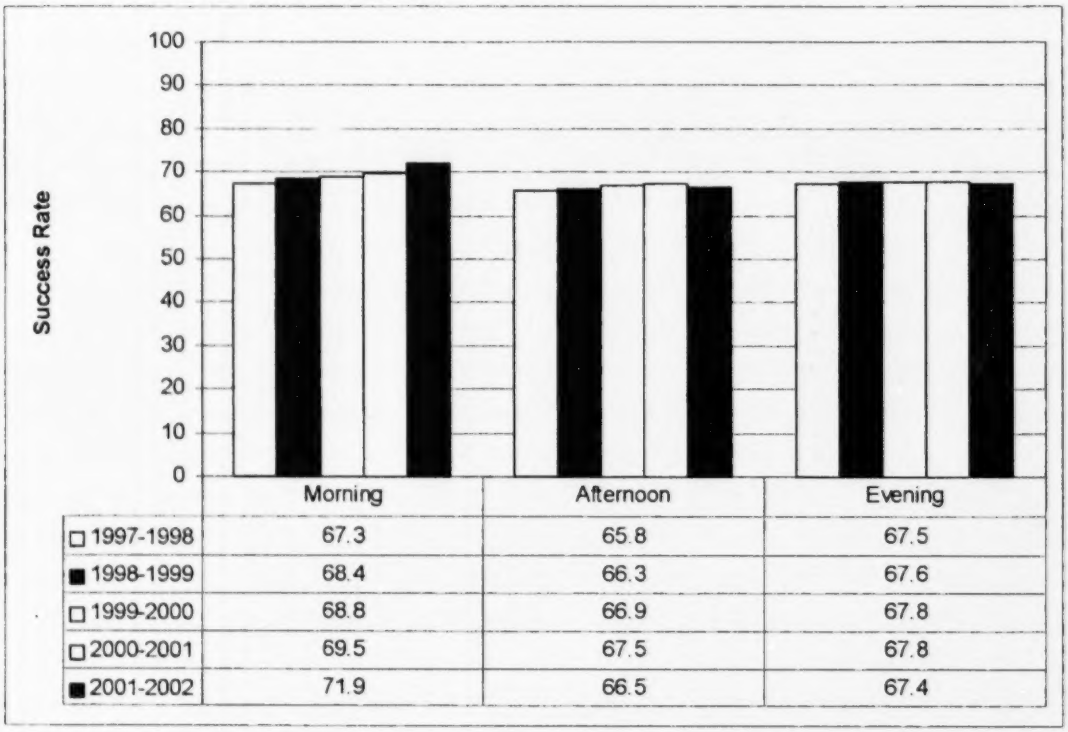
Success Rates for Age Groups by Academic Year



	<18	18-20	21-24	25-29	30-39	40+
1997-1998	76.7	62.1	62.2	67.4	72.9	75.9
1998-1999	76.8	62.5	62.5	68.8	74.0	76.1
1999-2000	75.7	63.2	63.5	68.7	74.2	76.0
2000-2001	76.6	63.5	64.7	69.6	73.9	76.5
2001-2002	76.2	64.4	66.0	71.9	74.6	76.7

As can be observed from the graph, "older" usually indicates higher success with one exception, the youngest group (< 18), made up of predominately accelerated high school students. All age groups show gains over the past five years with the exception of the < 18 group (-.5%).

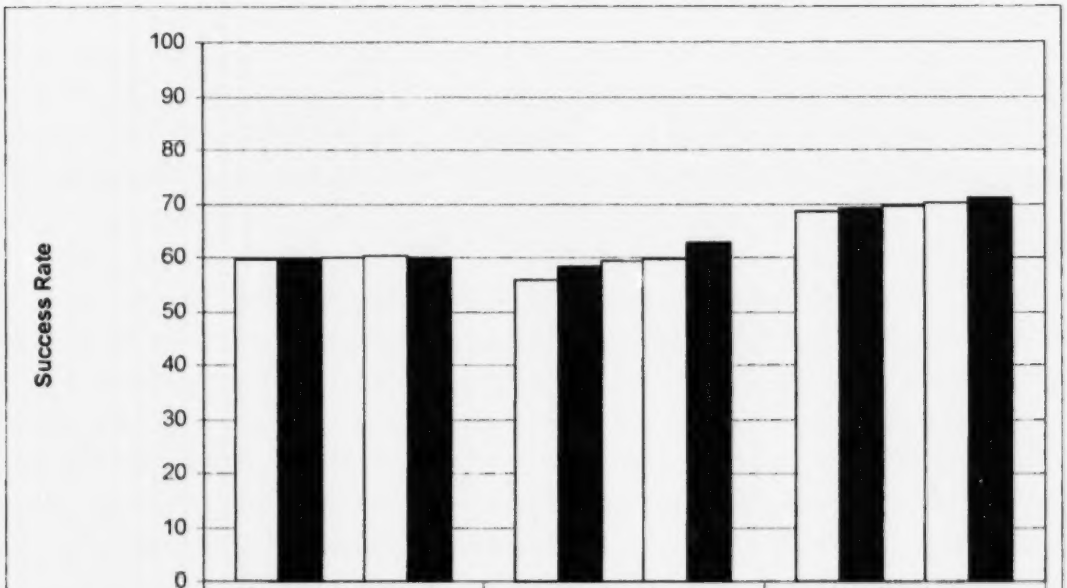
Success Rates for Day, Afternoon & Evening Enrollments by Academic Year



	Morning	Afternoon	Evening
1997-1998	67.3	65.8	67.5
1998-1999	68.4	66.3	67.6
1999-2000	68.8	66.9	67.8
2000-2001	69.5	67.5	67.8
2001-2002	71.9	66.5	67.4

Morning enrollments show the greatest gains in success rates from five years ago (+4.6%), where both afternoon and evening success rates have remained relatively stable.

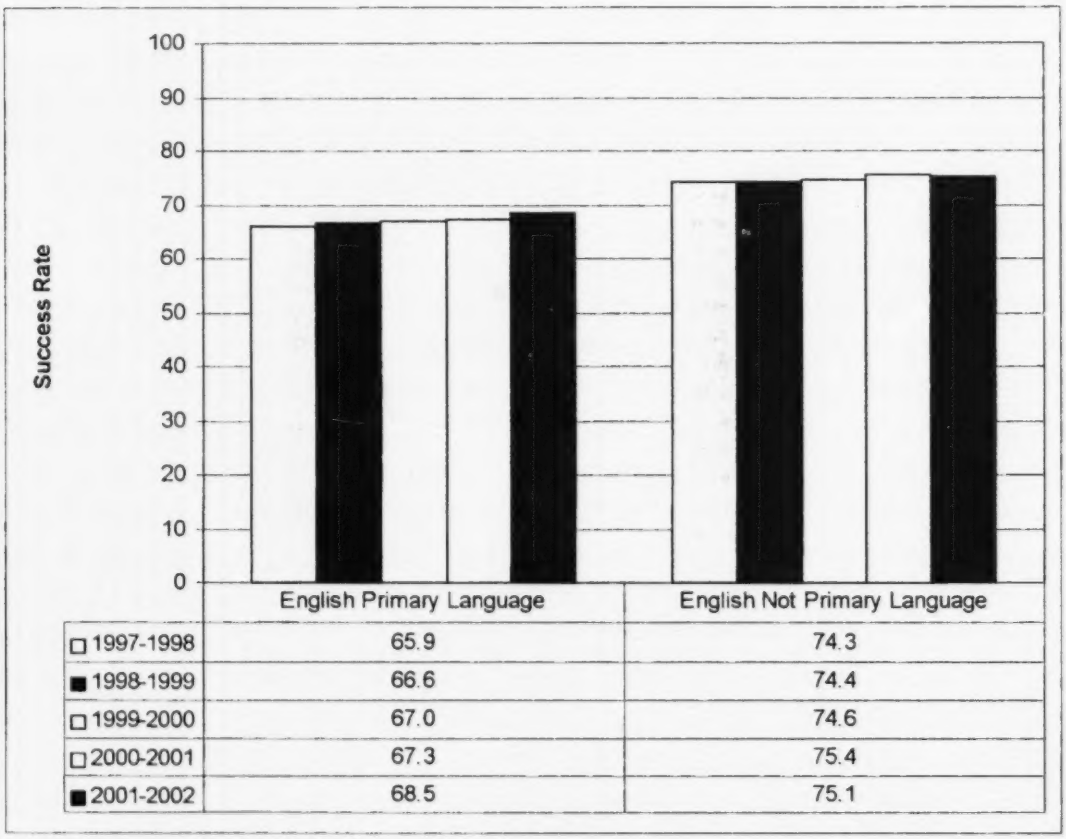
Success Rates for Recent High School Graduate Freshmen, Other Freshmen, and Non-Freshmen by Academic Year



	Recent HS Graduate	Other Freshmen	Non-Freshmen
1997-1998	59.7	55.8	68.6
1998-1999	59.6	58.3	69.2
1999-2000	60.1	59.5	69.6
2000-2001	60.3	59.7	70.1
2001-2002	60.1	62.8	71.1

Recent high school graduates (first-time freshmen, high school graduate, and under 20 years of age) tend to slightly outperform other freshmen. However, neither one of these groups reach the success rates of non-freshmen (e.g., 2nd semester freshmen, sophomores) that have recently reached 71.1%. Success gains over the five years are: Recent HS graduate = +.4%; other freshmen = +7.0%; and non-freshmen = +2.5%. Noteworthy is the fact that both freshmen groups constitute an at-risk group given their success, persistence, and probation rates.

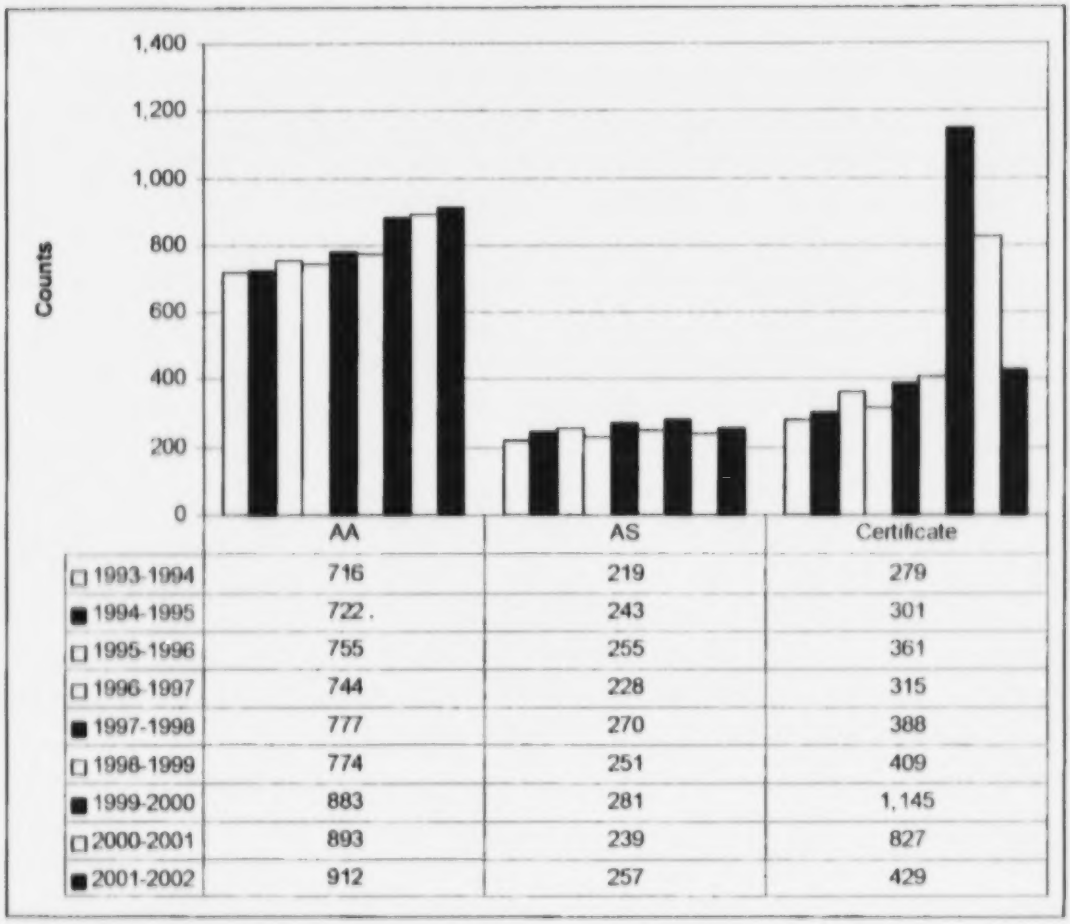
Success Rates for Non-ESL and ESL Students in General Courses (Non-ESL) by Academic Year



	English Primary Language	English Not Primary Language
1997-1998	65.9	74.3
1998-1999	66.6	74.4
1999-2000	67.0	74.6
2000-2001	67.3	75.4
2001-2002	68.5	75.1

Over the last five years, ESL students have outperformed the non-ESL students by an average of 7.7 percentage points (success rate) in courses outside the ESL Department. Detailed grade analysis shows that ESL students earn proportionately higher grades and exercise fewer course drops than students whose primary language is English. Both groups increased their success rates slightly over the past five years.

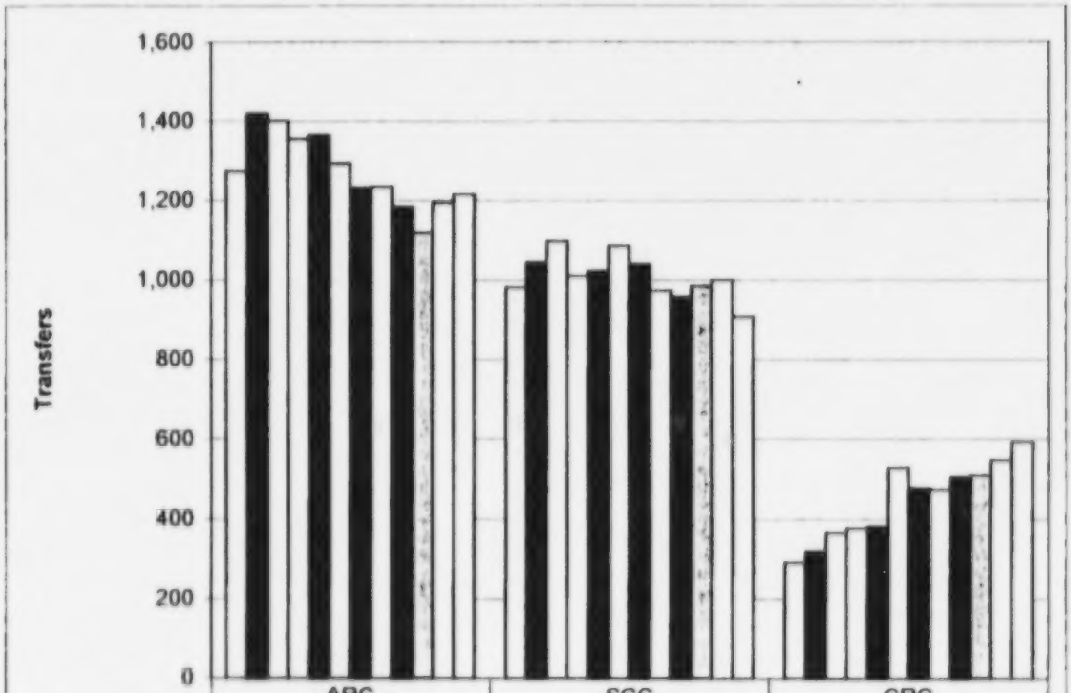
Degrees and Certificates for ARC by Nine Academic Years



	AA	AS	Certificate
1993-1994	716	219	279
1994-1995	722	243	301
1995-1996	755	255	361
1996-1997	744	228	315
1997-1998	777	270	388
1998-1999	774	251	409
1999-2000	883	281	1,145
2000-2001	893	239	827
2001-2002	912	257	429

The number of associate degrees awarded each year continues to increase. The total degrees for 2001-2002 academic year represents a 20% increase over the 1993-94 level. Associate in Arts degrees are awarded over Associate in Science in a ratio of about 3 to 1. The dramatic increase in certificates starting in the 1999-2000 academic year can be attributed to a PFE project dedicated to identifying and informing students of their eligibility for certificates.

CPEC Transfer Counts to CSU/UC Systems by Los Rios Colleges



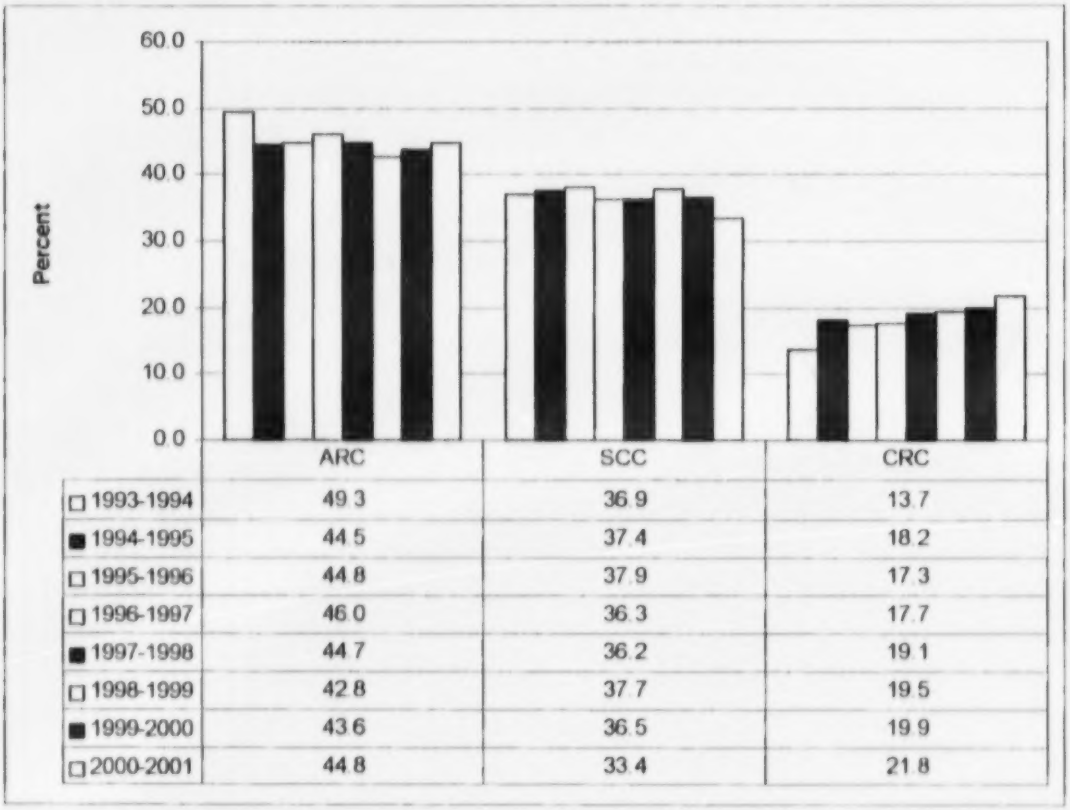
	ARC	SCC	CRC
1989-1990	1,274	982	291
1990-1991	1,419	1,044	318
1991-1992	1,401	1,096	364
1992-1993	1,355	1,009	375
1993-1994	1,364	1,022	380
1994-1995	1,292	1,086	528
1995-1996	1,231	1,040	476
1996-1997	1,234	972	474
1997-1998	1,183	957	506
1998-1999	1,119	984	509
1999-2000	1,193	999	547
2000-2001	1,215	907	593

Note: No transfer data for 2002-2002 is available from CPEC for CSU and UC.

Raw transfer counts are difficult to interpret in that they do not represent any particular cohort (e.g., new freshmen). Thus one cannot determine a percent that eventually transfer. Furthermore, any changes in transfer count can also be related to previous changes in community college enrollments, changes in student goals, or changes in admission policies at the universities. We must also rely upon an external

sources (CPEC and the universities) for providing accurate data which has been suspect in the past. There are no data from out-of-state transfers in this table. Given these restrictions, one can only say that ARC's counts have gone downward from the all-time high during 1990-1991. This phenomena has also been shown to be highly correlated with earlier drops in ARC enrollments by recent high school graduates. Largely because of ARC's size, transfer counts are lower at Sacramento City College and Consumnes River College. That relationship is shown next.

Proportion of Total Transfers to CSU/UC within Los Rios District (CPEC Data)

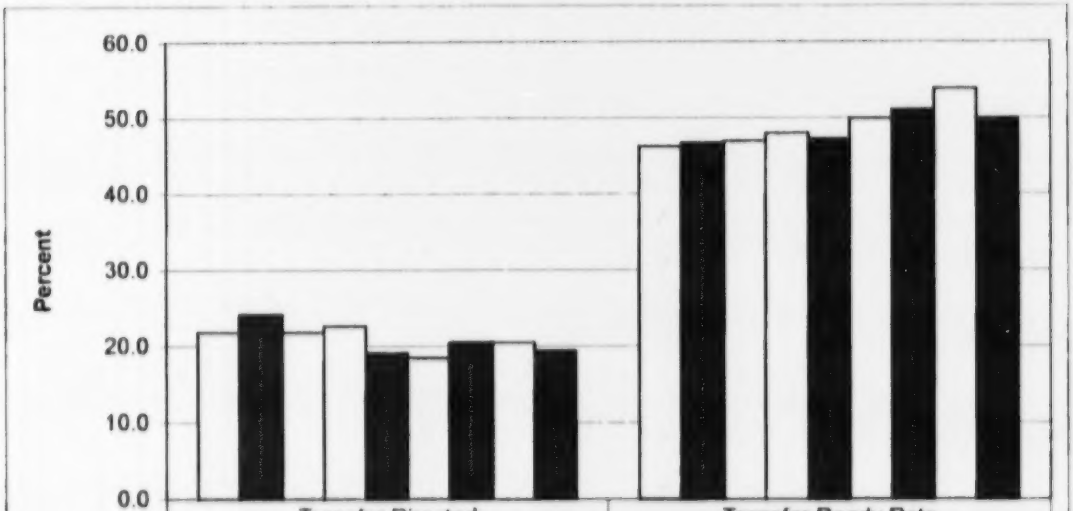


	ARC	SCC	CRC
1993-1994	49.3	36.9	13.7
1994-1995	44.5	37.4	18.2
1995-1996	44.8	37.9	17.3
1996-1997	46.0	36.3	17.7
1997-1998	44.7	36.2	19.1
1998-1999	42.8	37.7	19.5
1999-2000	43.6	36.5	19.9
2000-2001	44.8	33.4	21.8

Note: No transfer data for 2002-2002 is available from CPEC for CSU and UC.

ARC proportional share of transfers has increased in the past two years. Until the most current transfer data (2001-2002) becomes available from CPEC, we will not know whether this trend at ARC will continue.

Transfer Directed and Transfer Ready Rates for Nine Freshmen Cohorts



	Transfer Directed	Transfer Ready Rate
F1990	21.8	46.2
F1991	24.1	46.7
F1992	21.8	46.9
F1993	22.6	47.9
F1994	19.1	47.2
F1995	18.5	49.9
F1996	20.4	51.0
F1997	20.4	53.8
F1998	19.4	49.9

The **transfer directed** are those new first-time freshmen students (recent high school graduates plus other new freshmen), who have no prior college units, and who enroll in any transfer level English course and any transfer level mathematics or statistics course within four years from first enrolling at ARC. The vertical bars on the left of the above graph represent nine freshmen cohorts each tracked over four years. Note that the transfer directed rates typically center around 21%.

The **transfer ready** cohorts are those transfer directed students who also complete 56+ transfer units at ARC, have a 2.00+ GPA on those transfer units, and complete a transfer level English course and a transfer level math or statistics course with at least a "C" or "CR" grade - all within four years from the time of initial enrollment. The **transfer ready rate** is the percentage of transfer directed who complete the transfer ready requirements **(TR/TD x 100)**. The vertical bars on the right side of the above graph show the various transfer ready rates for the nine cohorts. Though overall, the past nine years has shown a steady percentage increase in potential transfers, the data for fall 1998 indicates a drop off for the transfer ready rate from the fall 1997 cohort. Due to organizational changes in CPEC, transfer data for the 4-year colleges is unavailable for 2001-2002 year, which could verify a drop in actual transfers suggested by the fall 1998 cohort transfer ready rate.

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